



**Department of
Higher Education**

Mike DeWine, Governor
Randy Gardner, Chancellor

Ohio Transfer 36 Guidance Document: Arts and Humanities



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Introduction

This document provides an overview of how to prepare course materials for submission to [Ohio Transfer 36](#), which guarantees student transfer of general education coursework among public institutions in the state. As institutions prepare to make submissions in the Course Equivalency Management System ([CEMS](#)), individuals involved in the process (faculty, administrators, and staff) should use this guidance document to become familiar with the steps required for a course to be approved for inclusion in Ohio Transfer 36. This effort entails [collaboration](#) of people in many roles on Ohio's campuses and at the Ohio Department of Higher Education. The ultimate goal is a high-quality, meaningful educational experience for Ohio's students.

If you have questions after reading this guidance document, contact: Michelle Blaney, Associate Director, Articulation & Transfer Policy at mblaney@highered.ohio.gov or Jessi Spencer, Senior Director, Articulation and Transfer Policy, Budget, and Constituent Relations at jspencer@highered.ohio.gov.

Components of a Submission for Ohio Transfer 36

1. Course Details Form

- This document will help your institution complete the Course Details page in CEMS.
- Be sure that the information on the Course Details Form matches the syllabus and other documentation in the submission.
- Ohio Transfer 36 coordinators should work with faculty subject matter experts to complete Course Details Forms.

2. Learning Outcome Template

- This document will allow faculty who are familiar with the course to provide brief statements that indicate how it fulfills each of the [Ohio Transfer 36 learning outcomes](#).
- Because Ohio Transfer 36 focuses on learning outcomes, please describe what the course requires students to do, not simply the topics the course covers.
- For each learning outcome, CEMS responses should address:
 - A. **the specific course outcomes and related content through which students achieve this Ohio Transfer 36 learning outcome.** What course materials and activities relate to this outcome?
 - B. **assessment of student achievement of this Ohio Transfer 36 learning outcome.** How do instructors determine the degree to which students have met this outcome?
 - C. **key locations in the attached course documents that demonstrate student focus on this Ohio Transfer 36 learning outcome.** Where in the submitted course documents (syllabus, assignments, etc.) can faculty reviewers find content, activities, and/or assessments related to this outcome? Identify several key examples to demonstrate the importance of the outcome in the course. Please avoid referring to the same assignments repeatedly to explain how the course meets each of the outcomes. Include a variety of activities in your explanations to show that the course as a whole emphasizes the Ohio Transfer 36 outcomes.
- Please label the parts of each learning outcome response as A, B, and C.
- Responses need not be lengthy. Think of the CEMS responses as guides to the attached course documents, highlighting the most important elements on which reviewers should focus for each Ohio Transfer 36 learning outcome.
- Please avoid copying and pasting material that's available elsewhere in the submission (for example, in the syllabus). The CEMS learning outcome responses are intended to allow faculty to provide clear, concise explanations to other faculty (the members of Ohio Transfer 36 review panels) about how the course supports Ohio Transfer 36 learning outcomes.
- Text entered into CEMS won't incorporate advanced formatting (for example, bullet points, indenting) from word processors, so please use simple text and spacing.

3. Supporting Documents

- Upload **an up-to-date working syllabus** that includes:
 - course learning outcomes. Course learning outcomes should support—but need not be identical to—the Ohio Transfer 36 learning outcomes.
 - information about the course textbook and/or other readings (if applicable). For open educational resources, links are helpful.
 - a detailed calendar of readings and activities. Please provide clear identifying information for the reading assignments on the schedule (authors, book/article/chapter titles, etc.). Dates should be recent but need not be current.
 - a list of graded assignments with points/weights/percentages for each assignment.
- Upload **sample activities/assessments** that demonstrate student achievement of the Ohio Transfer 36 learning outcomes.
- Please limit the number of attachments and use file names that will allow panel members to easily identify each document.
- A master syllabus is acceptable in place of a working syllabus as long as the information listed above is included. Some master syllabi don't include a detailed calendar/schedule for the term.
- A master syllabus (in addition to a working syllabus) is often helpful in outlining the required elements of a course regardless of instructor or delivery method. A working syllabus may provide a representative example of how the course is taught, but the institution should be committed to meeting the Ohio Transfer 36 learning outcomes in all sections of a course.
- If a course has not yet been offered, the submitter should still provide the information listed above so that the panel can evaluate each learning outcome.

Tips

- **Submit early!**
 - Allow yourself an extra review cycle or two before a deadline in case it becomes necessary to do a resubmission.
 - Just because a submission was returned, that doesn't mean that it was rejected by the review panel. OATN staff will sometimes make suggestions for improving a submission before it is forwarded to the review panel, especially if it seems likely that the panel will request missing information.
 - Please don't wait until the submission deadline of a review cycle to send in submissions. You should leave time for OATN staff to resolve any possible issues with the submission while still allowing them to forward it to the review panel on time.
- If you would like OATN staff to review materials before submitting in CEMS, please reach out in advance of the review cycle deadline.
- If your institution would like to connect with an Ohio Transfer 36 faculty review panel lead, please reach out to OATN staff to schedule a meeting.
- If a panel's review comment is not clear, please send OATN staff an email. We may be able to provide additional information.
- If faculty members from your institution serve on review panels, take advantage of their expertise and guidance even if they are not preparing the submission. A list of faculty panel members from your institution can be obtained by sending OATN staff an email.
- Check out the OATN newsletter! There is a section devoted to Ohio Transfer 36, TAG, and CTAG submissions. Updates and deadlines are often mentioned in the articles, along with a link to the complete submission and review timeline, to help you prioritize your institution's submissions.
- If you asked CEMS to reset your password and have not received an email from "ATC-Help" within five minutes, please contact OATN staff immediately. CEMS will not tell you if you are using the wrong user ID.
- We are all in this together! If for whatever reason you are stuck, please feel free to contact OATN staff.



Arts and Humanities Submission Specifics

The Ohio Transfer 36 Arts/Humanities learning outcome related to **textual analysis** requires that students “analyze, interpret, and/or evaluate primary works that are products of human imagination and critical thought.” Be sure that the syllabus clearly identifies primary works from arts and humanities disciplines (for example, specific works of art, music, literature, philosophy, etc.) with which students interact.

In evaluating course materials, faculty reviewers look for activities and assignments that require students to actively engage with primary works from the arts and humanities. In addition to directly analyzing these primary works, the Ohio Transfer 36 Arts/Humanities learning outcomes emphasize reflection on their larger significance. Such reflection takes different forms in different disciplines, but courses should contain evidence that students are engaging in **contextual examination** and studying the **breadth** of human experience. Include supporting documents that illustrate how the course encourages students to view primary works in their historical/cultural contexts—and to consider how these contexts vary over historical periods and/or regions.

Tips for specific disciplines:

[History as Arts/Humanities vs. History as Social/Behavioral Sciences](#)

[Informal Logic Courses \(for example, Introduction to Critical Thinking\)](#)



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Arts and Humanities Exemplars

Institutional Arts and Humanities exemplar requests will be connected to the panel lead to review institutional questions prior to submission.